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ABSTRACT

This document is a conference presentation on the use of portfolios as an evaluation tool for middle school music students. All of the pages are suitable for use with an overhead projector. Areas covered include reasons for teaching the arts as both an intellectual discipline and vocational education; Illinois state goals for musical learning for grades 6 and 7; and why a portfolio is a suitable evaluative tool. The portfolio is recommended for 7 reasons: (1) the portfolio is a history of the student's musical learning; (2) it is an exhibition of what the student understands and actually knows; (3) it shows a trending of the student's work and thus is both "neat" and powerful; (4) portfolios contain many products that are a cluster of ideas; (5) they hold validity because the contents consist of what the teacher has taught; (6) the portfolio is an affirmation for the student, to the larger community that what the student has practiced, the skills and habits developed, have paid off; and (7) portfolios give focus to a school's curriculum program. The portfolio contains all of the musical creations the students have generated in any notation as well as draft worksheets, a series of completed preliminary worksheets reflecting completion of each specific assigned task centered around the elements of music, domain project sheets telling about their musical activities and obtaining student response to their own music, quizzes, and anything else the student chooses to add that pertains to music. Key portfolio projects for the 7th grade level are suggested. Instructions for assessing the portfolio are included. (DK)

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Capture the Portfolio:

Episodes of Student Musical Learning

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SO 024 277

BEST COPY AVAILABLE

Why do the Arts?

- The arts are placed in relation to aesthetic decision making.
- We develop an appreciation of the arts (through knowledge).
- We become educated art consumers.
- It deeply enriches our lives.
- We develop aesthetic understanding.
- It gives us self-enlightenment.
- The arts increase communication options.
- The arts bridge cultural differences.
- The arts help understand the creative process by doing.

Totally the <u>ARTS</u> are

an intellectual discipline

and are vocational.

State Goals

Music
Grade 6

State Goal for Learning 3

As a result of their schooling, students will be able to demonstrate the basic skills necessary to participate in the creation and/or performance of music.

Goal 3 Learning Objectives

By the end of Grade 6, students should be able to:

- Identify pitches by letter name in the treble and bass clef.
- Perform music that contains stepwise motion and rhythm patterns.
- Design a composition using nontraditional notation.
- Perform using steady beat and proper accents.
- Create a sound score.
- Notate a student written composition.
- Improvise rhythmic pattern to a familiar song.

Our state seems firm on evidence of what students will be learning in the classroom, have learned and how the performances were developed.

Working with STATE GOALS:

- Examine existing classes and instruction for which goals.
- Design an assessment.
- Set Standards.
- Design instruction and Teach.
- Implement assessment.
- Use data to improve instruction.
- Use data to improve assessment.

STATE GOALS are built on **Perception, Reflection and Production for development.**

- Set standards to achieve.
- Learn to solve problems.
- Build self-esteem and self discipline.
- Develop informed perception.
- Build skills in cooperation and group problem solving.

THE WHOLE PERSON IS BEING DEVELOPED.

To the DISTRICT:

LEARNER OUTCOMES

- What do you wish for them to learn?
- Define the goals for student achievement of those goals.

ARLINGTON HEIGHTS PUBLIC SCHOOLS
MIDDLE SCHOOLS
FINE ARTS LEARNING ASSESSMENT PLAN

MUSIC

GRADE 6

Philosophy: The purpose of music education is the development of an appreciation and responsiveness to the artistic qualities of sound. Music experiences should be directed towards involving students in a variety of musical experiences to develop the students' creative potential, improve their performing and listening skills, and develop a broader appreciation of our musical heritage.

GOAL #3

As a basis of their schooling, students will be able to demonstrate the basic skills necessary to participate in the creation and/or performance of music.

By the end of 6th Grade students should be able to:

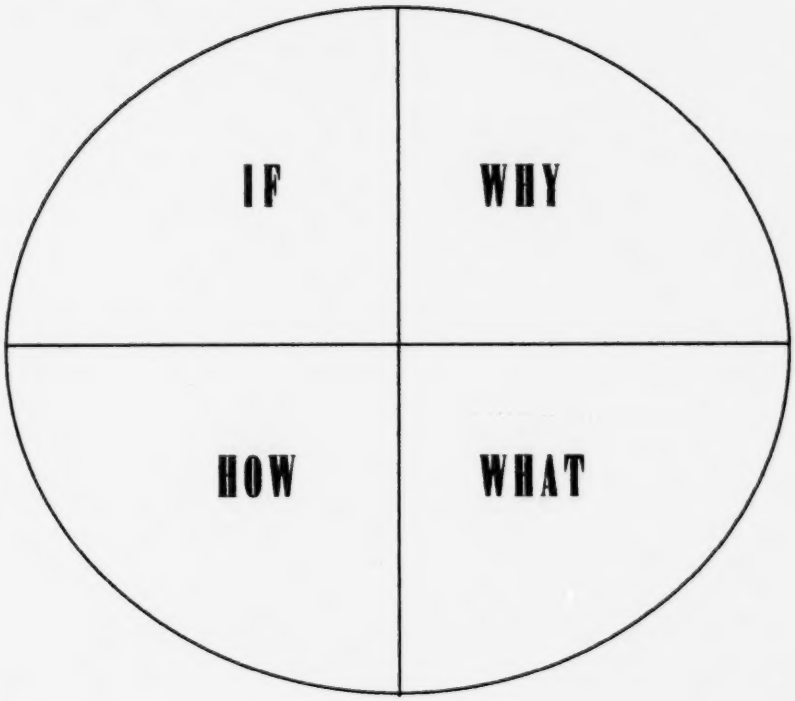
- ✘ Identify treble clef pitches by letter names.
- ✘ Identify symbols used to indicate musical direction.
- ✘ Illustrates by drawing different kinds of notes and rests.

  ASSESSMENT: Written test

- ✘ Create a melody using a simple rhythm pattern with traditional notation.

  ASSESSMENT: Project orientation (learning by doing), exhibiting an eight measure composition using a simple rhythm pattern, illustrating good melody shaping, with a key signature and time signature in good composition form.

Portfolio



Why the Portfolio?

- The **Portfolio** holds "everything which tells the story of their musical learning each quarter", thus becoming a **"History of their Musical Learning"**.
- The **Portfolio** is an exhibition of what the student understands and what they actually know.
- **Portfolios** are "neat" and powerful because they show **trending** of the student's work.
- **Portfolios** contain lots of products which are a **"cluster of ideas"**.
- **Portfolios** hold **validity** because its contents contain what **you** have taught.
- **Portfolios** are really an affirmation for the student, to the larger community that what the student has long practiced in school, what skills and habits the student has developed, have **"paid off."**
- **Portfolios** give **focus** to a school's curriculum program.

What is in the Portfolio?

- All of the musical creations the students have generated in any notation as well as their draft worksheets they used during the creation.

  This is **Production**, the making of music.

- A series of completed preliminary worksheets reflecting completion of each specific assigned task centered around the elements of music. Thus, they have knowledge gained through understanding for producing.

  This is **Perception**, seeing in music those things that make it music.

- Domain project sheets telling about their musical activities. Obtaining their response/ reaction on what was the best thing about composing their music.

  This is **Reflection**, getting them to think about the music.

- Quizzes on the important knowings.

- Anything else pertaining to music they choose to add.

SOUTH MIDDLE SCHOOL
7th GRADE MUSIC SKILLS—PROGRAM OVERVIEW

Students enter with a wide variety of skills, needs and programs. Every effort is made for them to meet the expectations and goals. Individual portfolios are assembled with key projects collected from a variety of musical units and required of all students. The specific criteria for every project is established from the music history units toward quality achievement and success by the student of the program outcomes.

7th GRADE LEVEL: KEY PORTFOLIO PROJECTS

Percussion Ostinato Motive	**As Assigned**
Visual Rhythm Music Score	**As Assigned**
Assignments and Quizzes	**All Music Course work**
Everyday Theory Class Work	**Classroom**
Major Key Compositions	**Where Applicable**
Pentatonic Composition	**Where Applicable**
Eastern Exotic Composition	**Where Applicable**
Concertware + Computer Composition	**Where Applicable**

How to Assess the Portfolio?

Authentic Assessments Characteristics

- Use knowledge and resources.
- Encourage application of the knowledge.
- Simulate the real world.
- Are valued and considered meaningful by the students.
- Have contextualized tasks.
- Are rich in contextual detail.
- Provide for multiple approaches, styles and solutions.

All of this becomes part of the Portfolio or it can stand on its own.

† **Assessment should be used as an episode of learning in which the students become active participants. The sole purpose is learning.**

† **Reporting out on a Portfolio must be created, thought through, must be flexible and simple and then the process can become accountable.**

† **In designing music assessments: ask yourself-- What do you want them to know, do, or be? How well have they met your goals?**

† **The assessment design should reflect the rigors of instruction and yet it is a manageable instrument. If the assessment does not reflect what is taught, the results are meaningless.**

† **The assessment design should provide useful real music information on the particular abilities students have or have not developed.**

† **Design your own tools to be assessed --- it should be on-going, showing the process of progress and quality.**

† **The assessment format items should focus on one skill or concept at a time.**

† **Designing a good assessment is time consuming, but worth it.**

General Music Student_____ Date_____

Evaluation: Assessment in Composition and Performance

Very Good to Excellent (20 pts.)- 4 Good (15 pts.)- 3 Satisfactory (10 pts.)- 2 Unsatisfactory (5 pts.)- 1

	4	3	2	1
WRITTEN COMPOSITION:				
1. Uses form requested.				
2. Uses a melodic contour.				
3. Begins & ends with Tonic.				
4. Uses correct notation.				
5. Finishes a neat manuscript in ink.				

Written Composition Total Points: ☐

❀ ❀ ❀

General Music Student_____Date_____

Evaluation: Assessment in Counterpoint Composition and Performance in the style of Bach, using Subject and Answer within a Hexachord (6th Grade).

Total Points [105 pts.]
Very Good to Excellent [15 pts.]- 4 Good [10 pts.]- 3 Satisfactory [7 pts.]-2 Unsatisfactory [2 pts]- 1

	4	3	2	1
WRITTEN COMPOSITION:				
1. Uses form pattern requested.				
2. Uses a melodic contour.				
3. Uses the stem rule.				
4. Submits a subject with answer.				
5. Begins & ends with Tonic.				
6. Uses correct notation.				
7. Finishes a neat manuscript in ink.				

Written Composition Total Points: ☐

* * * \

My Reflections

Name the chosen music composition project.

Your comments on:

1. Select one of your compositions and state what was involved for you in writing a composition and include performing it.

2. Select one of your compositions and state what you learned in completing the musical composition, including the performance.

3. Select the composition that was most successful and state what makes this piece successful, and better than, the other original compositions in your portfolio. This includes the performance aspect as well.

4. Select one of your compositions and describe how you used two or three of the music elements necessary to obtain the desired effect (such as, I composed a 12-bar Blues Melody, using the lowered 3rd, 5th and 7th to create the idea of "hard times").

My Reflections

Name _____

Date _____

Music Composition Project: _____

General Music Student _____ Date _____

Evaluation: Performance Execution

Very Good to Excellent- 4 Good- 3 Satisfactory- 2 Unsatisfactory- 1

	4	3	2	1
PITCH PRODUCTION 1. Seldom performs pitches accurately [0-75%] 2. Sometimes performs with accurate pitches [75-90%] 3. Mostly accurate pitches but with a few isolated errors [90-95%] 4. Virtually no pitch errors [95-100%]				
RHYTHM PRODUCTION (notation duration within the measure) 1. Seldom performs durations accurately [0-75%] 2. Sometimes performs durations accurately [75-90%] 3. Mostly accurate rhythmic proportions [90-95%] 4. Virtually no rhythm errors [95-100%]				
TEMPO PRODUCTION (sense of pulse across the measures) 1. Seldom follows tempo markings consistently [0-75%] 2. Sometimes follows tempo markings [75-90%] 3. Mostly follows tempo markings [90-95%] 4. Virtually no tempo errors [95-100%]				
HAND/FINGER CONTROL 1. Seldom uses correct hand positions or fingerings [0-50%] 2. Poor fingering interferes with production of sound [50-90%] 3. Keeps finger control throughout piece [90-100%]				
CLASS DISCIPLINE **1=yes,0=no** 1. Listens to class instruction/attentive				
2. Uses class practicing time effectively				
3. Maintains appropriate class behavior & equipment respect				
4. Causes a distraction in group performance				
5. Performs well in class performances (beginning together, staying together to generate a good performance)				

[The most conservative scoring will be assigned based on the lowest possible score based on any or all of the factors listed.]

If the Portfolio is Chosen!

- ❑ Don't be afraid of subjectivity; it's the only tool we have to address much of what is musical.
- ❑ It contains examples of metacognition rather than cramming, speed or sheer recall or perception. Actually, it is thinking musically!
- ❑ You allow for differences in preferred learning styles.
- ❑ It becomes an enlightened cherishing for music is not a linear discipline; it is a learning experience with background and skills that enables the students to value the product with a meaningful response which far exceeds just knowing.
- ❑ It holds three modes of musical thinking: creating, performing and listening.
- ❑ It is very useful in parent conferences, displaying the student's development or growth but more importantly, achievement.
- ❑ Student achievement goals should be defined and each goal on each grade level should have its own summary sheet.
- ❑ As for the students, it holds rewarding factors:
  - Eagerness to create the compositions.
  - Willingness to accept parameters of the problem.
  - High energy involvement in performance.
  - Self-confidence and pride in ownership.
  - Appreciate the value of music as a means of expression.
  - Taking full responsibility.

❑ Our objectives and assessments are the way in which the public, parents and most importantly, students can "see" our curriculum which in turn "guides" our curriculum.

IGAP Shifted Requirements for Fine Arts

* By 1995-1996, our Fine Arts--IGAP State Goals were to be in place. However, Legislation amended the requirements and made a major change. The Local District Assessments will be in compliance with the State Goals. The School Districts are able to assign different grade levels to be assessed and this is to be implemented in school year 1993-1994.

* In 1992-1993, our District according to their Strategic Action Plan developed and implemented a Fine Arts Program, elementary through middle school.

* Middle School years is a good time for individual growth, self-discovery, exploration and challenge. So what better time to offer diverse routes to greater learning with an Elective-Selective Programs in Art, Music, Home Ec., Industrial Arts and Keyboarding.

* Thus, **Our Mission Statement**

The purpose of the Exploratory program is to provide unique opportunities for developing the whole child at the Middle School level.

- ✓ To develop the group interaction through co-operative learning.
- ✓ To have exploratory experiences with motor skills and hands-on activities.
- ✓ To experience the discipline of follow through on decision-making.
- ✓ To explore interdisciplinary subject areas.
- ✓ To develop self-esteem.
- ✓ To develop critical thinking skills.
- ✓ To attain skills and experiences for developing leisure activities to relieve stress.

* For all new courses offered the Students, my colleagues wrote curriculum for each submittal placing their goals in Learner Outcomes.

Even Mozart loved math

Teach your kids music, and they'll become rocket scientists. Researchers at the University of California, Irvine, have found early music training . . . . . prepares young brains for spatial and abstract reasoning, skills crucial to engineers, scientists and mathematicians.

Maybe this too adds credence to:

Why the Arts!

Closing in on Capturing the Portfolio !

To Quote Zoltàn Kodàly from the book,

Musical Education in Hungary

> **"It is our firm conviction that mankind will live the happier when it has learnt to live with music more worthily. Whoever works to promote this end, one way or another, has not lived in vain."**

The Portfolio is an access to reasoning capacity,
expression,
active participation and
understanding,

as opposed to mere schooling.

Presented by Charlotte Brown at the National Middle School Convention
Portland, Oregon, November 6, 1993
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